

CTE Standards Unpacking
JROTC III

Course: JROTC III

Course Description: Students in JROTC III continue to advance in leadership and management areas through hands on experience in planning and managing groups to accomplish service learning projects. Students also begin career planning by exploring options, preparing a portfolio and learning the basics of financial planning.

Career Cluster: Government and Public Administration

Prerequisites: JROTC II

Program of Study Application: JROTC III is a third-level pathway course in the Government and Public Administration career cluster, National Security pathway.

Note: This course outline is meant to be a compendium to the standard JROTC curricula.

INDICATOR #JROTC III 1: While in leadership positions, students will select, plan, organize and control a team to accomplish a task in a service-learning project.		
SUB-INDICATOR 1.1 (Webb Level: 4 Extended Thinking): Create a team, develop and implement a plan for service learning projects.		
Knowledge (Factual): -Staff organization -Organizational composition -Diversity -Service Learning - Community Action -Active Citizenship	Understand (Conceptual): -Staff responsibilities -Differentiate between service learning and community service -Associate the roles and responsibilities of team members	Do (Application): -Develop a Service Learning Project (SLP) plan -Delegate responsibilities to team/members -Participate/conduct After Action Review (AAR) -Present findings/results to community/school group -Conduct self-assessment and reflection
Benchmarks: <i>Students will be assessed on their ability to:</i> <ul style="list-style-type: none"> ● Develop a service learning project plan (4 quadrant model (service/learning)) ● Conduct the AAR, soliciting and capturing feedback from participants and recipients alike ● Present the findings of the AAR and the SLP to community group/school group or administrators 		

- Conduct self-assessment and match results to pre SLP assessment of personality behaviors/traits

Academic Connections

ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):

Social Studies:

9-12.C.5.1 Differentiate between rights and responsibilities of a citizen and the practice of civic virtue.

ELA:

9-10.W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

9-10.SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Sample Performance Task Aligned to the Academic Standard(s):

-Differentiate between a community service project and service learning project by writing a reflective summary. Specific attention should be given to the role of an individual citizen within the process. **(9-12.C.5.1, 9-10.W.7)**

-Present to outside group about the service learning plan implemented throughout the program. **(9-12.C.5.1, 9-10.W.7)**

INDICATOR #JROTC III 2: Students will prepare a plan for the future by evaluating career options, personal goals and strengths.

SUB-INDICATOR 2.1 (Webb Level: 3 Strategic Thinking): Assess personal goals and strengths.

SUB-INDICATOR 2.2 (Webb Level: 4 Extended Thinking): Create a career portfolio by evaluating potential careers.

Knowledge (Factual):

- Personal behavior traits
- Emotional intelligences
- Leadership traits

Understand (Conceptual):

- Individual strengths/weaknesses in traits/intelligences
- Personal skills /strengths

Do (Application):

- Create a resume
- Create a career development portfolio

-Leadership values		
Benchmarks: <i>Students will be assessed on their ability to:</i> <ul style="list-style-type: none"> Evaluate individual emotional intelligence strengths/weaknesses Determine courses of action to improve / sustain individual emotional intelligence assessments 		
Academic Connections		
ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard): ELA: 9-10.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. 9-10.SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	Sample Performance Task Aligned to the Academic Standard(s): -Research and present on a career in a specific government agency. Special attention should be given to requirements, certifications, and depth of explanation. (9-10.W.8, 9-10.SL.4)	

INDICATOR #JROTC III 3: Create a personal financial plan using basic financial planning principles.		
SUB-INDICATOR 3.1 (Webb Level: 4 Extended Thinking): Create a personal financial plan using basic financial principles.		
Knowledge (Factual): -Differentiate between wants and needs -SMART goals (S pecific - M easurable - A ttainable	Understand (Conceptual): -The importance of SMART goals -The impact of individual components of budgeting	Do (Application): -Establish personal goals -Confirm goals based upon DECIDE

<p>- Realistic - Time bound)</p> <p>-DECIDE (Define goals - Establish criteria - Choose 3 options - Identify pros/cons of each option - Decide best option - Evaluate results)</p> <p>-Budget</p> <p>-Savings/investments</p> <p>-Credit</p> <p>-Insurance</p>	<p>-Financial aspect of budgeting</p> <p>-Impact of saving and investing</p> <p>-Building and maintain credit</p> <p>-Value/necessity of insurance</p>	<p>-Create a budget</p> <p>-Create saving / investment plan</p> <p>-Determine insurance requirements/levels</p> <p>-Evaluating goals based upon DECIDE model</p>
<p>Benchmarks: <i>Students will be assessed on their ability to:</i></p> <ul style="list-style-type: none"> • Create and maintain a working budget, based upon either individual numbers (income, expenses, etc., or data provided to the student) 		
<p>Academic Connections</p>		
<p>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</p> <p>ELA: 9-10.SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>Math: 9-12.N-Q.1 Reason quantitatively and use units to solve problems. 1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</p>	<p>Sample Performance Task Aligned to the Academic Standard(s):</p> <p>-Prepare to purchase a dream car, create and present a personal financial plan to supply a loan officer. (9-10.SL.4, 9-12.N-Q.1)</p>	

Additional Resources

- Applicable service regulations for D&C (i.e. Army TC 3-21.5)
- Service Junior ROTC (JROTC) Curriculum Manager or service equivalent
- [Army JROTC Information and Facts](#)
- [Air Force JROTC Information and Facts](#)
- [Marine Corps JROTC Information and Facts](#)
- [Navy JROTC Information and Facts](#)
- [Coast Guard JROTC Information and Facts](#)

JROTC programs are located at:

ARMY JROTC

Washington High School (Sioux Falls)
Rapid City Central High School (Rapid City)
Flandreau Indian School (Flandreau)
Lower Brule High School (Lower Brule)
Pine Ridge High School (Pine Ridge)

AIR FORCE JROTC

Douglas High School (Ellsworth AFB)

MARINE CORPS JROTC

Lincoln High School (Sioux Falls)

Senior ROTC programs are located at:

ARMY ROTC

South Dakota State University

with extension program at *Augustana University*

University of South Dakota

with extension program at *Mount Marty College*

South Dakota School of Mines and Technology

with extension programs at *Black Hills State University* and
Chadron State College

AIR FORCE ROTC

South Dakota State University